

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mrs. Kathryn Schubel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Bartholomew Catholic School
(As it should appear in the official records)

School Mailing Address 1306 27th St.
(If address is P.O. Box, also include street address)

Columbus IN 47201-3101
City State Zip Code+4 (9 digits total)

County Bartholomew State School Code Number* A425

Telephone (812) 372-6830 Fax (812) 376-0377

Website/URL https://www.edline.net/pages/St_Bartholomew_School E-mail kschubel_stb@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Annette "Mickey" Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317) 236-1430 or 1-800-382-9836 ext. 1430

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Peggy Storkman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other
N/A TOTAL

2. District Per Pupil Expenditure: N/A
Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	27	17	44
K	20	17	37	8	21	18	39
1	24	20	44	9			
2	23	23	46	10			
3	25	20	45	11			
4	17	19	36	12			
5	20	24	44	Other			
6	19	24	43				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							378

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>95</u> | % White |
| <u>0</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	378
(5)	Total transferred students in row (3) divided by total students in row (4)	.042
(6)	Amount in row (5) multiplied by 100	4.2

8. Limited English Proficient students in the school: .2 %
1 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Japanese

9. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 6

10. Students receiving special education services: 2%
9 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>7</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>28</u>	<u>13</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97.4%	97.7%	97.1%	97.2%	97.1%
Daily teacher attendance	99%	98%	99%	98%	99%
Teacher turnover rate	4%	18%	18%	13%	36%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

St. Bartholomew School is a Catholic elementary/middle school located in culturally diverse Columbus, IN. It is located in Bartholomew County approximately 45 miles south of the Indiana capital city of Indianapolis. The first Catholic church in Columbus, St. Bartholomew, was built in 1841 and an addition was added in 1874. In 1879, a two-story brick schoolhouse was erected adjacent to the church. In 1963, a second parish and school, St. Columba, was established. In 1979 St. Bartholomew School and St. Columba School unified and the school, located at St. Columba, became All Saints Catholic School the following year. In 1994, the two parishes combined and St. Bartholomew was the name chosen for both the parish and the school. A new church was completed in 2002 at the old St. Columba site. The following year a gym, new administrative offices, a kindergarten, and religious education offices were constructed.

St. Bartholomew School is the only kindergarten through eighth grade Catholic school in Bartholomew County. Enrollment is currently (2005-06 school year) 391 students, with 265 students comprising the kindergarten through 5th grades of the school and 126 students in 6th through 8th grades. The school community is comprised of diverse ethnic backgrounds: White, Hispanic, Asian, African American, and Pacific Islander. The middle school is departmentalized with students moving between classrooms throughout the day. Parish subsidy (around 40% of the total school budget), tuition, and development fundraising finance St. Bartholomew School. St. Bartholomew School is fortunate to have many parents who volunteer on a regular basis to assist in classrooms, serve lunch, and coordinate classroom activities. A very active PTO organization helps to fund many extra resources for students and teachers. Service learning is an important part of our students' education in that it fosters a reaching out to the community of Columbus and far beyond in a meaningful and tangible way. This service learning opportunity gives students real world life skills that they will carry with them through adulthood.

Former students from St. Bartholomew School consistently rank in the academic top ten percent of both Columbus high schools. Graduates of St. Bartholomew School include doctors, lawyers, business leaders and a member of Congress. Several alumni have returned as teachers, administrators and staff for the school.

The mission of St. Bartholomew School is to educate each student in an atmosphere of Catholic, Christian community and service, based on the Gospel values, in conjunction with the administration, teachers, parents, parishioners, and community of Columbus in developing each student's unique spiritual, moral, academic and physical potential.

St. Bartholomew School faculty and parents believe:

- Student learning is the chief priority of the school.
- All students can learn.
- Students not only need to demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and produce quality work.
- Students learn in different ways. They should be provided with a variety of instructional approaches to support their learning and a way to apply that learning in meaningful, real-world contexts.
- Each student is a valued individual with unique physical, social, emotional, intellectual, and spiritual needs.
- Teachers, administrators, parents, parish members, and the community of Columbus share the responsibility of advancing the school's mission.
- Positive relationships and mutual respect among and between students and staff enhance a student's self-esteem.
- The commitment to continuous improvement is imperative if St. Bartholomew School is to guide students to become confident, self-directed, lifelong learners.

St. Bartholomew School continues a rich tradition of providing quality Catholic education by weaving Catholic teachings and values throughout the students' entire day. Additionally, teachers set high expectations for each student so that he/she might achieve his/her full potential, growing spiritually in order to become responsible contributors to society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Indiana has established Academic Standards in language arts, math, social studies, health and science. The Indiana Academic Standards outline what every student should know and be able to do in each of these content areas at every grade level. In September of each year all St. Bartholomew School students in third through eighth grades take the Indiana Statewide Testing Educational Progress (ISTEP) test. This test measures how well students are performing with regard to the minimum competency standards for the State of Indiana at each grade level, third through eighth, in language arts and math. In other words, does a student know what he should know based on the Indiana Academic standards at each grade level. The high level of student performance on the ISTEP test indicates that St. Bartholomew School students are acquiring necessary knowledge to meet state competency levels.

The language arts assessment measures student performance in reading comprehension, vocabulary, literary analysis and applied writing skills. The Math ISTEP assessment measures computation, algebra and geometry concepts as well as problem solving. In 2004-2005, 92% of St. Bartholomew students in grades three through eight passed both the Language Arts and Math ISTEP tests. This tells us that our students are acquiring the knowledge that the state of Indiana says they should. The state average for passing both math and language arts was 62.9% and minimum score for passing language arts and math at the 95th percentile was 88%. A ninety-two percent pass rate puts us above both the state average and above the 95th percentile mark. While this is encouraging to us and demonstrates that we are above the average, we still look at individual student results, class results, and subgroup results. Scores on assessments of those comprising subgroups are looked at on more of an individual basis since our subgroups are so small.

St. Bartholomew staff looks at assessment results as an opportunity to analyze both the instructional methods used and the alignment with instruction, curriculum and the Indiana Standards. Assessment results also give teachers a chance to look at individual student performance and create plans for remediation with individual students.

Information on the state assessment system may be found at www.doe.state.in.us

2. Using Assessment Results:

St. Bartholomew School uses three main data gathering points.

- ISTEP
- Student Success Process end-of-year assessment
- Renaissance (Accelerated) Math

Teams of teachers at every grade level meet to evaluate and disaggregate the data gathered from the above three sources in order to set instructional calendars for remediation and enrichment in specific content areas.

The Student Success Process is a research-based method using weak-to-strong skill demonstration instructional calendars, mini-lessons, mini-assessments, and tutorial and enrichment periods, all aligned with the Indiana Academic Standards. This assessment data gives the St. Bartholomew School staff a detailed look at whether students understand each specific skill addressed in the Indiana Academic

Standards. By addressing specific skill needs of students, it improves not only individual student performance on future assessments but improves the overall school performance.

Assessment results also assist staff in continuously looking at alignment of curriculum and instruction. Teachers meet each quarter with grade level teachers above and below their own to talk about student curriculum and instructional concerns and successes. Assessment data from the above three resources adds a critical dimension to these discussions.

The most recent school improvement plan focuses efforts on improving the math skills of our students. Math ISTEP scores for several years were not where we wanted them to be. There was definitely a gap between language arts ISTEP scores and math scores. The school improvement plan includes Renaissance (Accelerated) Math, differentiated instruction, and the alignment of math curriculum and instruction to the Indiana Academic Standards. With the added benefit of the data that we gather from the Student Success Process end-of-year tests, teachers are able to accurately pinpoint very specific skill needs of students. They are better able to meet individual student needs and allow those who are sufficiently prepared to advance to a higher level.

3. Communicating Assessment Results:

Communication is a hallmark of St. Bartholomew School. Parents have several ways in which they receive information about their child's performance or the performance of our school as a whole.

- Edline is a school website where parents can find information specific to their child. This includes information about assignments, class events as well as assessments in all content areas.
- Parent/teacher conferences are held in the fall to discuss student performance. This year parent attendance rate for fall conferences was 96.3%. Conferences give teachers the perfect opportunity to focus on individual student performance.
- Teacher initiated communication with parents is expected. It is essential that parents know how their children are performing so that home and school can coordinate plans for creating student successes.
- The school report card is issued each January to 1,600 St. Bartholomew Parish families. This brochure is also given to local realtors to distribute to new families in Columbus. This brochure tells about St. Bartholomew School, including assessment data and what that data means to our work with students.
- ISTEP scores are published in our local newspaper.

4. Sharing Success:

St. Bartholomew School shares its successes within the city of Columbus and also on an archdiocesan level. One of St. Bartholomew School's greatest means of sharing successes with other schools in the community of Columbus is through its graduates. One hundred percent of the students graduating from St. Bartholomew School eighth grade classes attend the two public high schools in Columbus. These students are assets to both high schools because of the study skills, life skills and work ethic they have acquired while attending St. Bartholomew School. St. Bartholomew School faculty are often complimented on the outstanding work that our students do in high school and are congratulated on the former students' level of commitment in all of their endeavors.

The St. Bartholomew School staff participates in many workshops and meetings with the faculties from the Columbus public schools. Interactions during these workshops give our staff the chance to share what we are doing and what works with our students. St. Bartholomew School has an outstanding reputation in our community and teachers from other schools in the community are interested in knowing more about us.

Successes of St. Bartholomew students are also shared with the other schools of the Archdiocese of Indianapolis when six principals from the southern part of Indiana meet. These meetings are held on a

regular basis and give us the chance to exchange best practice stories and suggestions for continuous improvement.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

St. Bartholomew School's mission is to develop each student's spiritual and academic potential. Beginning in kindergarten and following through eighth grade, teachers map out a path of academic excellence using the Indiana Academic Standards as minimum competencies.

Teachers design the curriculum to correlate Archdiocesan requirements with Indiana Academic Standards to foster student achievement. Additional instruction, hands-on activities, technology and school-wide enrichment activities are used to enhance curriculum areas. A multitude of enrichment activities are included in our curriculum. These activities include Science Fair, Science Day, Junior Solar Sprint Car Competition, Career Day, Geography Bee, and both Elementary and Middle School Spell Bowl Teams. Fine Arts programs offered at St. Bartholomew School are choir, voice, piano, string ensemble, and various band programs to promote well-rounded students.

The St. Bartholomew School wellness team, which is comprised of the P.E. teacher, school nurse, and school counselor, offers programs such as CPR certification for eighth grade and all staff. National Nutrition Month, Jump Rope for Heart, and TV Turn-off Week follow protocol set by the School Health Index.

Students at St. Bartholomew study Spanish from kindergarten through eighth grade. Every seventh and eighth grade student is enrolled in Spanish class for 40 minutes, five days each week. Additionally, ENL services are provided to meet the needs of English language learners. Individualized Language Plans are developed for these students by integrating the results of the Woodcock – Munoz Language Survey and teacher recommendations.

St. Bartholomew School follows textbook adoption timelines set by the state of Indiana. Innovative textbook programs, such as Shurley English Method, Everyday Mathematics, algebra, and geometry have been selected to challenge students to achieve higher learning. Technology is woven throughout our curriculum as a means of tracking student progress and enhancing our curriculum. Students use computers in their classrooms and in the computer lab on a regular basis. Students are offered the opportunity to take classes on keyboarding and web design. In addition, Reading Counts and Renaissance Math are two technology programs utilized by students and teachers to bolster student success.

The students of St. Bartholomew consistently score in the top 10% on national and state tests in the core curriculum areas. Using the Student Success Process and cross grade level meetings teachers and administrators diagnose areas of the curriculum which need additional growth. A collaborative plan for remediation and enrichment is created to ensure students' academic growth.

Teachers and administrators strive to implement programs that help our students reach a higher level and introduce them to experiences that will apply to real life. Some of these programs include the STAR Math Program, which is being piloted for our third through fifth grade students. There are plans to expand this program to the entire school. A Kids of the Future program has also been implemented. This is a non-standard based program that introduces students to business management principles, problem solving, and environmental issues.

2a. READING

St. Bartholomew School has an enriched reading curriculum in which each child's abilities and interests are addressed. English, reading, writing, phonics, and spelling are all part of the language arts program. Kindergartners begin early by authoring a book in the first week of school in order to create

successes with reading. A state approved reading series is used as the basal text. Grades one through six also use novels to deepen their reading experience. Other supplements to the reading program are SRA labs, Scholastic Reading Counts, and the Pizza Hut “Book It” Program. Second and fifth grade classes meet weekly as reading buddies.

The basal text used incorporates grammar and spelling lessons for each story. Teachers use the Shurley Method for English to improve grammar, sentence structure and writing skills. Phonics is used in grades one through three as a building block for continued improvement in reading, writing, and spelling. Word walls are common sights in each of these primary classrooms.

Novels are used to enhance the reading curriculum. They are selected for their thematic and cross-curricular topics. Teachers prepare these units by using Novel Ties, Portals to Reading, and the Internet to expand their planning resources. Most thematic units contain a culminating event such as attending a live performance, experiencing a museum, or visiting a related site.

Incentive programs, such as Scholastic Reading Counts and the Pizza Hut “Book It” Program, offer rewards to students who meet reading expectations and goals in their free time.

Every student attends a scheduled library visit each week. Fourth through sixth grade students read the Young Hoosier Book Award nominees and vote for their favorite each spring. The library hosts two successful Scholastic Book Fairs each year, which helps put books into the homes of our students. The Bartholomew County Public Library works with the St. Bartholomew School teachers to encourage student participation in the summer reading program. For all St. Bartholomew School students reading is a year round, rewarding endeavor.

2b MIDDLE SCHOOL LANGUAGE ARTS/ENGLISH

The middle school language arts curriculum at Saint Bartholomew School fosters both individual and collaborative learning. This curriculum is a stringent program designed to prepare each student for all future education endeavors. The curriculum consists of both a literature and English class each day. Although the classes meet separately, they are interwoven with reading and writing taking place in both. While reading *Animal Farm* in the literature class students are required to complete a literary analysis of the book in English class.

In English class, students learn the Shurley Method of English. This program is designed with the teacher and student in mind because it is a highly interactive, hands-on program. Shurley addresses multiple intelligences in order to effectively develop the essential grammar skills necessary for writing proficiency. The learning activities include grammar jingles, visual aids, oral recitation, group collaboration, and individual learning lessons, which keep the students actively engaged. In conjunction with the Shurley Method, the writing projects promote critical thinking skills and address the Indiana Academic Standards. The personal narrative project entitled “All About Me” requires students to express their personal lives through poetry, narratives, collages and expository writings.

During literature class students are presented with opportunities to read various genres of literature. Assessments are in the form of group and individual projects, role-playing, character analysis, plot mapping, storyboards, class discussions and debates, tests and quizzes and reflective essays. Part of the final assessment for *The Outsiders* is a court case reenactment in which the students use research to argue and decide a character’s fate.

This curriculum leads to the development of lifelong learning and enables all students to experience success.

3. MATHEMATICS

The team at St. Bartholomew School views each student as a unique learner with spiritual, moral, academic,

and physical potential. We strive to help each student achieve his/her academic potential by viewing them with unique learning styles and by differentiating instruction of students through the adoption of several new math programs.

In response to a self-perceived deficiency in our math program, St. Bartholomew School instituted two new math programs aimed at both our elementary and middle school students. Starting with the 2004-2005 school year the *Everyday Math* program was adopted for kindergarten through fifth grade. This program utilizes a variety of approaches in attempting to authenticate learning and to apply math instruction to everyday situations. That same year the College Preparatory Mathematics Program, a program that was designated “an exemplary mathematics program by the U.S. Department of Education in October, 1999” was instituted in the middle school. Both programs utilize differentiated instruction and address students’ learning styles by teaching a variety of different approaches to mathematical processes. They help students build an understanding of mathematical concepts so that they become mathematical thinkers. Students learn to communicate and work as teams in problem solving situations.

Supplemental math activities include the Student Success Process (a research based method using weak-to-strong skill demonstration instructional calendars, mini-lessons, mini-assessments, and tutorial and enrichment periods, all aligned with the Indiana Academic Standards) and Renaissance (Accelerated) Math (an individualized, self-paced math program giving students immediate feedback on student understanding of individual concepts). Renaissance Math allows for assessment through STAR math, which results in data-driven remediation and enrichment for students.

4. INSTRUCTIONAL METHODS

The certified teaching staff at St. Bartholomew School is committed to providing a plethora of instructional methods designed specifically to support the individualized learning needs and styles of its diverse student population. St. Bartholomew School employs a multifaceted and interdisciplinary approach to the design, delivery, assessment, and ongoing impact analyses of current instructional methods. A thorough understanding and consideration of student cognitive development, the multi-cultural nature of our student population, brain-based learning, backward design, and a philosophy of inclusion help drive the instructional design and delivery of instruction at St. Bartholomew School.

While direct instruction is an essential component of St. Bartholomew’s instructional methodology, student-centered learning methods, which emphasize the connection between text material and real world applications, are a common link that promotes student understanding and appreciation of the relevance of classroom material. Teachers incorporate collaborative problem solving and team building experiences into instruction in order to foster student growth in the areas of cooperation, socialization, problem analysis, goal setting, and presentation skills. This approach, coupled with the use of the inquiry-based methods of instruction, assists students with a deeper and more enduring understanding of the subject matter. Not only are the students encouraged to work collaboratively with their fellow students, teachers at St. Bartholomew spend numerous hours collaborating and working cooperatively with their colleagues to enhance the overall instructional system of the school. By modeling collaboration and giving students opportunities to practice, teachers give students skills to use in the real world.

St. Bartholomew School employs technology in the classroom as a part of lesson plan design, delivery and assessment. By incorporating technology in lesson plans and student assignments, St. Bartholomew School familiarizes its students with software capabilities, hardware functions, and internet resources that will serve them throughout their academic and future professional careers.

Students at St. Bartholomew School not only benefit from their experiences in the classroom but they benefit outside of the classroom as well. Experiential learning trips are scheduled to provide students with an opportunity to practice the valuable real world skills they learn in the classroom. Throughout the year, students visit The Indianapolis Zoo, The Children’s Museum, Butler University’s Clowes Hall, Junior Achievement’s Exchange City, the Challenger Learning Space Center, The Reality Store, and the

Ruth Lilly Health and Education Center. These trips enhance the curriculum content being covered.

It is the mission of St. Bartholomew School to provide its students with the tools that will develop their minds for the future.

5. PROFESSIONAL DEVELOPMENT

The St. Bartholomew School staff is currently in year one of a three-year professional development plan. The staff is studying *Understanding by Design* by Grant Wiggins and Jay McTighe. *Understanding by Design* focuses on designing curriculum that promotes deep understanding of content and assists staff in aligning curriculum, instruction and assessment when planning around “big ideas”. Each staff member has a copy of the text and we discuss the chapters of the book in small discussion groups. We also have viewed two of three videos, which further an understanding of the program. Every monthly staff meeting is used as an opportunity for professional development. The staff also has one full student release day each year (This day is obtained through a special waiver requested from the state Department of Education by the school.), plus two half days in which to conduct professional development activities. For the past several years the faculty professional development focus has been on differentiating instruction. Speakers were brought in to assist in faculty understanding of best practice in designing lessons incorporating different approaches instructionally. The study of how to effectively and purposefully differentiate instruction has been a good lead-in to the study of *Understanding by Design*.

For the staff, emphasis has been shifted from one-day, multiple 45-minute session workshops, away from the building to in-house professional development opportunities led by staff members or by an outside expert coming in to meet with us. This type of professional development allows the staff to share the same development experience, build a common vocabulary and collaborate in order to further their understanding of our professional development work. Staff collaboration is key to moving from the professional development workshop experience to putting new ideas into practice.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): National Catholic Education Association, North Central Association
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2,700</u>	\$ <u>2,700</u>	\$ <u>2,700</u>	\$ <u>2,700</u>	\$ <u>2,700</u>	\$ <u>2,700</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>2,700</u>	\$ <u>2,700</u>	\$ <u>2,700</u>	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				
4. What is the educational cost per student? \$ 3,394
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,625
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

<u>GRADE 3</u> <u>MATHEMATICS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Education Publication Year—2004 Publisher—CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	98%	89%	74%	85%	92%
% pass+ State Standards	18%	30%	9%	N/A	N/A
Number of students tested	44	37	46	47	53
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%

<u>GRADE 3</u> <u>LANGUAGE ARTS</u> ISTEP+ (Indiana Statewide Testing for Educational Progress) Education Publication Year—2004 Publisher—CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	93%	100%	93%	83%	89%
% pass+ State Standards	30%	35%	22%	N/A	N/A
Number of students tested	44	37	46	47	53
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%

GRADE 4
MATHEMATICS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	97%	81%	N/A	N/A	N/A
% pass+ State Standards	44%	15%	N/A	N/A	N/A
Number of students tested	36	47	N/A	N/A	N/A
Percent of total students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
% of students alternatively assessed	0%	0%	N/A	N/A	N/A

GRADE 4
LANGUAGE ARTS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	94%	94%	N/A	N/A	N/A
% pass+ State Standards	28%	21%	N/A	N/A	N/A
Number of students tested	36	47	N/A	N/A	N/A
Percent of total students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
% of students alternatively assessed	0%	0%	N/A	N/A	N/A

GRADE 5
MATHEMATICS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	93%	95%	N/A	N/A	N/A
% pass+ State Standards	25%	20%	N/A	N/A	N/A
Number of students tested	44	41	N/A	N/A	N/A
Percent of total students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
% of students alternatively assessed	0%	0%	N/A	N/A	N/A

GRADE 5
LANGUAGE ARTS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	98%	100%	N/A	N/A	N/A
% pass+ State Standards	20%	27%	N/A	N/A	N/A
Number of students tested	44	41	N/A	N/A	N/A
Percent of total students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
% of students alternatively assessed	0%	0%	N/A	N/A	N/A

GRADE 6
MATHEMATICS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	93%	91%	95%	84%	83%
% pass+ State Standards	24%	26%	33%	N/A	N/A
Number of students tested	42	43	39	45	41
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%

GRADE 6
LANGUAGE ARTS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	95%	93%	90%	93%	88%
% pass+ State Standards	14%	19%	13%	N/A	N/A
Number of students tested	42	43	39	45	41
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%

GRADE 7
MATHEMATICS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	93%	100%	N/A	N/A	N/A
% pass+ State Standards	16%	35%	N/A	N/A	N/A
Number of students tested	45	37	N/A	N/A	N/A
Percent of total students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
% of students alternatively assessed	0%	0%	N/A	N/A	N/A

GRADE 7
LANGUAGE ARTS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	98%	97%	N/A	N/A	N/A
% pass+ State Standards	42%	30%	N/A	N/A	N/A
Number of students tested	45	37	N/A	N/A	N/A
Percent of total students tested	100%	100%	N/A	N/A	N/A
Number of students alternatively assessed	0	0	N/A	N/A	N/A
% of students alternatively assessed	0%	0%	N/A	N/A	N/A

GRADE 8
MATHEMATICS

ISTEP+ (Indiana Statewide Testing for Educational Progress)
Education Publication Year—2004
Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	97%	91%	85%	97%	94%
% pass+ State Standards	31%	40%	18%	N/A	N/A
Number of students tested	39	43	33	32	31
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%

GRADE 8
LANGUAGE ARTS

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Education Publication Year—2004

Publisher—CTB McGraw Hill

Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	October
% pass or pass+ State Standards	95%	93%	88%	100%	97%
% pass+ State Standards	26%	21%	21%	N/A	N/A
Number of students tested	39	43	33	32	31
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0%	0%	0%	0%	0%